

Kentucky Leadership Networks – 2013-2016

The system of Leadership Networks in Kentucky has been designed to support the quality implementation of the requirements set forth in **Senate Bill 1 (2009)**. Specifically, the networks are intended to **build the capacity of each district** in the Commonwealth as they implement Kentucky's new Core Academic Standards, develop assessment literacy among all educators, and work toward ensuring that **every student is college and career ready**. To that end, the vision for these networks is: *Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning, and assessment practices in every classroom, every day. (Result: **Proficient and Prepared for Success!**)*

Participants in each of the Leadership Networks have a responsibility to:

- collaborate with other leaders throughout the region to hone practice/knowledge, and
- work collaboratively with the district leadership team to scale up highly effective practices in every classroom.

Four major components form the foundation of every Leadership Network in the state. Those components are:

- Kentucky's Core Academic Standards (KCAS)
- Assessment Literacy (utilizing the *Classroom Assessment for Student Learning* [CASL] text)
- Kentucky Framework for Teaching (FfT)/Characteristics of Highly Effective Teaching and Learning (CHETL)
- Leadership (around the above components, for scaling up)

In an effort to achieve statewide P16 coherency, each network will be facilitated by a team consisting of regional and state content specialists from the KDE, faculty members from institutions of higher learning, and local education leaders.

Teacher Leaders participating in content leadership networks will be learning and practicing new processes and strategies. They will be asked to **create and share models/examples** of their work. Some of the specific processes/skills Teacher Leaders will be expected to learn and products they will be asked to eventually produce (collectively) include:

- Reaching consensus with colleagues on the meaning of the standards/performance expectations in terms of expected depth and breadth, and the related progressions, by engaging in/modeling processes to deconstruct Kentucky's Core Academic Standards into clear learning targets;
- Planning and reflecting on your own/others' teaching using the Characteristics of Highly Effective Teaching and Learning/Kentucky Framework for Teaching as a guide;
- Utilizing data effectively to improve teaching and learning by designing/selecting/implementing high-quality classroom/local assessments;
- Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction;
- Working collaboratively within and across networks to populate our online repository for instructional resources- CIITS- (i.e., learning targets and suggested sequences of learning, sample aligned units and assessments, common formative and summative assessments based on Kentucky's Core Academic Standards) for all Kentucky teachers/leaders to access;
- Utilizing provided resources, tools, protocols and other network products in your own and your districts' schools to facilitate growth as part of your district's leadership team;
- Working with your district leadership team in supporting other educators as they move toward full implementation of these same processes/strategies in their own classrooms;
- Participating in/modeling/designing/implementing highly effective professional learning.

School level leaders and district level leaders will focus on the same major components in each of their meetings. Additionally, their work will be tailored to reflect their positions as school or district leaders. For example, principals will not spend as much time on 'meaning-making' related to the individual standards, but instead will focus on how to remove barriers or facilitate ways

for teachers to implement effective teaching and learning practices and how to provide them with descriptive feedback so that they are able to grow as professionals. District level leaders will focus on structuring district wide discussions-especially transitions from elementary to middle to high school- around the standards for the sake of curriculum development, as well as how to ensure quality implementation of highly effective practices that result in student success.

District level leaders will hold the responsibility for organizing the **district leadership team**. Those members, at a minimum, should include:

- Science and Social Studies (beg. Jan 2014) Teacher Leaders attending Content Leadership Networks
- School-level Administrators attending ISLN
- District-level Administrators attending ISLN
- Superintendent
- ELA/Math Teacher Leaders who participated in those Content Leadership Networks

Rationale/Supporting Research for the Design of the Leadership Networks

The system of Networks has been created around some of the most recent findings regarding professional learning that results in student achievement. In a 2009 report*, the Council of Chief State School Officers (CCSSO) reviewed 16 well-designed studies of professional development programs that documented enhanced student achievement and identified the following common elements for success:

- The program designs included strong emphasis on **teachers learning specific subject content as well as pedagogical content** for how to teach the content to students. (*Our focus on KCAS, CASL, and FfT/CHETL*)
- The implementation of professional learning included **multiple activities to provide follow-up reinforcement of learning, assistance with implementation, and support for teachers from mentors and colleagues** in their schools. (*Our SYSTEM is intentionally designed for support—including our Regional Content Specialists offering field-based support to teachers, schools, and districts*)
- In terms of duration of development activities, 14 of the 16 **programs continued for six months or more**. The mean contact time with teachers in program activities was 91 hours. (*Our system is designed to build capacity over the next several years—with an average of 48 hours of direct professional learning per year*)

*(http://www.ccsso.org/Resources/Publications/Effects_of_Teacher_Professional_Development_Gains_in_Student_Achievement_How_Meta_Analysis_Provides_Evidence_Useful_to_Education_Leaders_.html)

Senate Bill 1 (2009) specifically calls for the development of assessment literacy, especially the effective use of formative assessment strategies within every classroom. The research is clear that effective implementation of formative assessment at the classroom level has dramatic results on student achievement. In such classrooms, all students experience greater success and motivation, with lower achievers making the most dramatic gains (Black and Wiliam, 1998, Thompson, Paek, Goe, and Ponte, 2004, Ruiz-Primo and Furtak, 2006).

Richard Stiggins (2005) stated that “to use assessment productively to help achieve maximum student success, certain conditions need to be satisfied.” Thus, Stiggins and others at the Assessment Training Institute have developed a strategic framework for building assessment literacy. The *Classroom Assessment for Student Learning: Using it Right, Doing it Well* text has been selected to be the foundational and consistent framework for use in the leadership networks to enhance educators’ skill at evaluating, selecting, and/or designing effective formative and summative assessment tasks. School level and district level leaders will utilize the companion text *Assessment Balance and Quality: An Action Guide for School Leaders* in their respective networks to maintain fidelity of strategy and skill development and implementation.

The **Characteristics of Highly Effective Teaching and Learning/Kentucky Framework for Teaching** provide lenses for looking at what happens in highly effective classrooms. Further, every characteristic has been supported and aligned to current research on teaching and learning, offering both characteristics for teachers and students, as well as being fully aligned and ‘crosswalked’ to the KY Framework for Teaching (FfT) which underpins the PGES. This focus will enable teachers and leaders throughout the state to communicate around a common set of best practice strategies and focus on specific strategies for improvement as they implement the new Core Academic Standards. To access the Characteristics, go to:

<http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/>

Additional Information at: <http://education.ky.gov/curriculum/docs/Pages/KLN.aspx>
<http://education.ky.gov/school/Pages/Leadership-Networks---Deliverables.aspx>